

## Harleyville-Ridgeville Elementary

1650 East Main Street  
Dorchester, SC 29437

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	459 Students	
<b>Principal</b>	Dr. Morris Ravenell	843-462-7671
<b>Superintendent</b>	Jerry Montjoy, Interim Superintendent	843-563-4535
<b>Board Chair</b>	Kenneth Jenkins, Ed.D	843-563-3228

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	24	82	38

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Below Average	Unsatisfactory	Yes

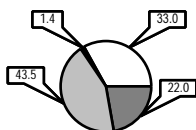
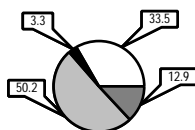
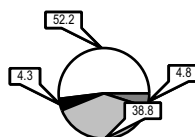
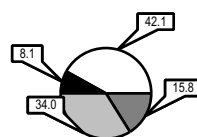
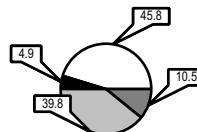
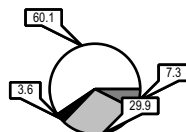
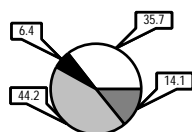
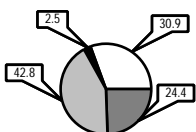
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	222	92.3	29.4	45.7	23.4	1.5	37.1	Yes	Yes
<b>Gender</b>									
Male	111	90.1	36.5	46.9	16.7	0.0	27.1	N/A	N/A
Female	111	94.6	22.8	44.6	29.7	3.0	46.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	55	94.5	26.1	47.8	23.9	2.2	43.5	Yes	Yes
African American	150	92.0	31.4	45.3	21.9	1.5	35.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	10	100.0	30.0	30.0	40.0	0.0	40.0	I/S	I/S
<b>Disability Status</b>									
Not Disabled	185	98.9	25.7	46.9	25.7	1.7	40.0	N/A	N/A
Disabled	37	59.5	59.1	36.4	4.5	0.0	13.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	92.3	29.4	45.7	23.4	1.5	37.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	60.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	217	93.1	29.2	45.6	23.6	1.5	37.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	184	92.4	30.7	44.0	24.1	1.2	36.7	Yes	Yes
Full-pay meals	38	92.1	22.6	54.8	19.4	3.2	38.7	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	222	93.7	29.5	52.5	14.5	3.5	32.0	Yes	Yes
<b>Gender</b>									
Male	111	91.9	30.6	53.1	15.3	1.0	30.6	N/A	N/A
Female	111	95.5	28.4	52.0	13.7	5.9	33.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	55	94.5	17.4	54.3	21.7	6.5	50.0	Yes	Yes
African American	150	92.7	31.9	55.1	10.9	2.2	25.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	10	100.0	40.0	20.0	40.0	0.0	50.0	I/S	I/S
<b>Disability Status</b>									
Not Disabled	185	100.0	27.1	54.2	14.7	4.0	33.3	N/A	N/A
Disabled	37	62.2	47.8	39.1	13.0	0.0	21.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	222	93.7	29.5	52.5	14.5	3.5	32.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	217	93.5	28.6	53.1	14.8	3.6	32.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	184	94.0	30.2	53.3	13.6	3.0	30.8	Yes	Yes
Full-pay meals	38	92.1	25.8	48.4	19.4	6.5	38.7	N/A	N/A

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	221	98.2	51.2	39.7	4.8	4.3	9.1
<b>Gender</b>							
Male	110	99.1	51.4	41.0	3.8	3.8	7.6
Female	111	97.3	51.0	38.5	5.8	4.8	10.6
<b>Racial/Ethnic Group</b>							
White	55	98.2	33.3	45.8	8.3	12.5	20.8
African American	149	99.3	56.5	39.5	4.1	0.0	4.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	66.7	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	10	100.0	60.0	20.0	0.0	20.0	20.0
<b>Disability Status</b>							
Not Disabled	184	98.4	45.7	43.4	5.8	5.2	11.0
Disabled	37	97.3	77.8	22.2	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	221	98.2	51.2	39.7	4.8	4.3	9.1
<b>English Proficiency</b>							
Limited English Proficient	5	60.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	216	99.1	50.7	40.1	4.8	4.3	9.2
<b>Socio-Economic Status</b>							
Subsidized meals	183	97.8	53.7	37.7	4.6	4.0	8.6
Full-pay meals	38	100.0	38.2	50.0	5.9	5.9	11.8

<b>Social Studies</b>							
All Students	221	98.6	41.4	34.8	15.7	8.1	23.8
<b>Gender</b>							
Male	110	99.1	48.6	27.6	14.3	9.5	23.8
Female	111	98.2	34.3	41.9	17.1	6.7	23.8
<b>Racial/Ethnic Group</b>							
White	55	100.0	36.7	32.7	22.4	8.2	30.6
African American	149	99.3	42.9	36.1	15.0	6.1	21.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	66.7	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	10	100.0	50.0	20.0	0.0	30.0	30.0
<b>Disability Status</b>							
Not Disabled	184	98.9	34.5	37.9	17.8	9.8	27.6
Disabled	37	97.3	75.0	19.4	5.6	0.0	5.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	221	98.6	41.4	34.8	15.7	8.1	23.8
<b>English Proficiency</b>							
Limited English Proficient	5	60.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	216	99.5	40.9	35.1	15.9	8.2	24.0
<b>Socio-Economic Status</b>							
Subsidized meals	183	98.4	42.0	33.5	14.8	9.7	24.4
Full-pay meals	38	100.0	38.2	41.2	20.6	0.0	20.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	66	100.0	17.5	42.1	35.1	5.3	40.4
	4	72	100.0	41.5	44.6	12.3	1.5	13.8
	5	64	100.0	43.1	46.6	10.3	0.0	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	71	93.0	15.4	41.5	40.0	3.1	43.1
	4	63	93.7	23.2	60.7	16.1	0.0	16.1
	5	88	90.9	46.1	38.2	14.5	1.3	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	66	100.0	21.1	56.1	19.3	3.5	22.8
	4	72	100.0	40.0	46.2	6.2	7.7	13.8
	5	64	100.0	43.1	43.1	8.6	5.2	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	71	94.4	13.6	63.6	19.7	3.0	22.7
	4	63	93.7	25.0	55.4	16.1	3.6	19.6
	5	88	93.2	46.2	41.0	9.0	3.8	12.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	66	100.0	42.1	35.1	14.0	8.8	22.8
	4	72	100.0	60.0	24.6	7.7	7.7	15.4
	5	64	100.0	58.6	29.3	8.6	3.4	12.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	71	97.2	41.2	57.4	1.5	0.0	1.5
	4	63	100.0	50.0	33.3	11.7	5.0	16.7
	5	87	97.7	60.5	29.6	2.5	7.4	9.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	66	100.0	26.3	54.4	12.3	7.0	19.3
	4	72	100.0	41.5	46.2	7.7	4.6	12.3
	5	64	100.0	55.2	41.4	1.7	1.7	3.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	71	97.2	11.8	45.6	30.9	11.8	42.6
	4	63	100.0	30.0	46.7	13.3	10.0	23.3
	5	87	98.9	74.4	17.1	4.9	3.7	8.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 459)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.6%	Up from 4.4%	4.0%	2.8%
Attendance rate	95.8%	Up from 95.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%	Up from 3.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.9%	Up from 2.5%	0.0%	0.0%
Eligible for gifted and talented	1.8%	Down from 4.3%	4.0%	10.4%
On academic plans	4.0%	N/AV	48.9%	33.6%
On academic probation	7.0%	N/AV	1.9%	1.0%
With disabilities other than speech	8.6%	Up from 4.3%	7.2%	7.5%
Older than usual for grade	1.5%	Up from 1.4%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 36)</b>				
Teachers with advanced degrees	61.1%	Up from 60.5%	51.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.3%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.1%	2.5%	0.0%
Teachers returning from previous year	86.9%	Down from 87.5%	84.1%	87.3%
Teacher attendance rate	92.5%	Down from 95.4%	94.6%	94.9%
Average teacher salary	\$40,367	Up 3.6%	\$41,445	\$42,485
Prof. development days/teacher	13.6 days	Down from 18.0 days	14.2 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Up from 11.9 to 1	16.5 to 1	18.6 to 1
Prime instructional time	86.1%	Down from 88.6%	88.5%	89.7%
Dollars spent per pupil*	\$8,573	Up 4.2%	\$7,506	\$6,557
Percent of expenditures for teacher salaries*	59.4%	Down from 60.6%	61.3%	64.0%
Percent of expenditures for instruction*	66.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.1%	Up from 96.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	4.7%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The faculty and staff at Harleyville-Ridgeville, along with the School Improvement Council, have concentrated their efforts on making sure each student gets the most from his or her educational experiences. We have implemented initiatives that concentrate on the child as an individual learner.

Programs being utilized at Harleyville-Ridgeville include Reading Recovery, Math Coach, Literacy Coach, Homework center, After-School Programs, and the Reading First Initiative. These programs are delivered by highly competent staff members who hold high expectations for our students.

The results from our 2005 PACT results indicate that we need to address writing in the fourth and fifth grade. We have had intense staff development in those grades to address this need. We have also concentrated on writing across the curriculum.

Our science and social studies results also indicate that we must make improvement in those areas. We continue to provide lab time in science. In social studies we have concentrated on making sure that we address the state standards. We have also had staff development in these two areas to address needs.

We continued to use the results from our Measure of Academic Progress (MAPS) to address individual, class, and grade-level needs of students. Students and teachers get an understanding of the areas that are strong and the areas that need attention for each student.

The school realizes that the community is an important part of the learning environment. We constantly seek for ways to get them involved. We have a volunteer reading program, parenting program, and a host of after-school events that involve parents. Parents have been supportive of our efforts.

With continued support and high expectations, our children will continue to make the necessary improvements to be competent students and citizens.

Morris Ravenell, Ed.D., Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	57	63
Percent satisfied with learning environment	87.0%	85.7%	72.1%
Percent satisfied with social and physical environment	87.0%	71.9%	72.1%
Percent satisfied with school-home relations	34.8%	90.9%	74.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.